

we have two more interesting experiences with this with children appear to be definitely, better than others even to be sent to "special" school but this has been one as well.

House of Education,  
Ambleside.

25. 2. 1919.

Dear Sir

This has been a very nice letter

Thank you for your interesting letter & to say that she is much interested & knows that you have already made some study of the principles & methods of the P.N.S. H.

She is sending you a complete set of programmes material which she hopes will give you some idea of the work. We cannot keep many of

227plcm438  
The more you know the more you can do  
helpful moment which  
must for social  
seem like to be worth  
unmist-

papers have issue work by the  
 term but by the year but it should  
 lose its freshness. But you will be  
 able to ~~see~~ gather what the work  
 for a year would be because the  
 programmes preceding following  
 the material <sup>are</sup> ~~would~~ to give a little  
 farther behind or farther on the  
 books set most of which are  
 permanent. You will see that the  
 work of the school depends upon  
 books. Good books of some literary  
 value not the ordinary text-books  
 so that the ground covers by the

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children in one year or in  
the whole period of their school life  
is the ground covered by writers  
who have just had acquaintance  
with the various subjects.

We have no account of the  
historical development of their  
Masov's ideas because though  
the carrying out & the spread  
of them has been gradual the  
ideas themselves are a philosophy  
of education the principles of which  
she has always worked upon.

these ideas are set forth in  
detail in the five volumes of  
the Home Education Series - see  
the enclosed leaflet<sup>A</sup> - have  
reduced to a short synopsis  
in leaflet B.

For 30 years <sup>the movement has</sup> ~~there have been~~  
directing the home education  
of children all over the world (we  
have children in China, India,  
S. America, Balkans, Jamaica  
Australia etc etc) but the  
spread of the work in secondary  
schools has been slow because

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of the considerable cost of the  
books - you will see from the  
programmes that each child  
must have a copy -.

In Elementary Schools it is only  
during the last few years that  
heads of schools were free to  
~~decide~~ use new methods with  
the consent of their Inspector &  
even then ~~that~~ ~~the~~ ~~had~~  
~~decided~~ it needed someone  
to be willing to make the  
experiment. This has done, as  
you will see from paragraph 3

in the Dingleton School in 1914.  
The experiment was most a success.  
These arrangements were made  
for a campaign in the St. Mary's  
School, Cork. We have now about  
40 schools doing the work.

In Newcastle. The experiment  
has been most a success in  
26 schools. The report on the  
work of these schools is being to  
be issued shortly giving the  
testimony of the teachers & the  
children.

We have now some 1300  
children doing the work.

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The points in which the Masonic  
 philosophy differs from the psychology  
 of the day as well as from that of  
 the free educationalists is,

- 1 That all children have mind  
 This point has only been <sup>entirely</sup> corroborated  
 since the work has been undertaken  
 in Elementary Schools)
- 2 That all children have an  
 unlimited power of attention to  
~~knowledge~~  
 This is generally dissipated by  
 oral lessons, the personality of the  
 teacher, marks, prizes, places etc.
- 3 That knowledge must be presented

